



Triple P (Policy/Practice/Procedure) Chart

| Topic Area and Theme | Policy | Practice | Procedure | Other (participants did not designate these as any of the three P's) | Final Recommended Policy | Approved by Advisory Committee (via Survey): |
|---------------------------|---|--|-----------|---|--|--|
| Curriculum – Peer Support | <ul style="list-style-type: none"> Create cohorts in training to allow for peer support for trainees. Community peer groups for professional reflective practice or teacher feedback. | <ul style="list-style-type: none"> Create cohorts in training to allow for peer support for trainees. Community peer groups for professional reflective practice or teacher feedback. | | | <p>SPP will use peer support process (in all) aspects of professional development for teachers, directors and parents including:</p> <ol style="list-style-type: none"> Teachers in curriculum and post-curriculum training Teachers working towards academic credentials Agency directors Parents | Passed |
| Curriculum – Other | | <ul style="list-style-type: none"> Topic - Alignment of pedagogy w/ K-3. <ul style="list-style-type: none"> Policy – Provide information to feeder school K-3 teachers to ensure familiarity with pre-school pedagogy. Topic – Waiver process. <ul style="list-style-type: none"> Policy – Expedite waiver process and ensure the process has a high standard and is | | <p>Topic – Waiver process.</p> <ul style="list-style-type: none"> Policy – Expedite waiver process and ensure the process has a high standard and is manageable given the practical reality around training and support of participating teachers/centers. | | |

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| | | <i>manageable given the practical reality around training and support of participating teachers/centers.</i> | | | | |
| Curriculum – Adapting Curriculum to Cultural Competency | <ul style="list-style-type: none"> • <i>Infusing Creative Curriculum and blending components for cultural competency, linguistic and social justice such as adding Soy Bilingue curriculum, involvement with community.</i> • <i>Curriculum training for teachers should be differentiated based on language, culture, education of teachers, and responsive to growing diversity of student population.</i> | <ul style="list-style-type: none"> • <i>Infusing Creative Curriculum and blending components for cultural competency, linguistic and social justice such as adding Soy Bilingue curriculum, involvement with community.</i> • <i>Need cultural translators in every community – someone that is trusted for parent education. Providers need to give opportunities for families to receive training on the importance of the curriculum.</i> • <i>Be explicit about cultural value and impact of social-emotional focus in curriculum.</i> • <i>Curriculum training for teachers should be differentiated based on language, culture, education of teachers, and responsive to growing diversity of student population.</i> | | | | |
| Curriculum – Adopting | <ul style="list-style-type: none"> • Providers will formally adopt one of | Opportunity for centers to adopt required curriculum. Exercise | | <i>Policy rewritten on paper but not on flip chart:</i> | Providers will formally adopt one of the recommended | Passed |

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| | <p>recommended curricula through a process that includes family, admin, and teacher input.</p> <ul style="list-style-type: none"> The city will work w/ providers to create a comprehensive implementation plan that addresses: <ul style="list-style-type: none"> Scope and sequence Culture in schools and shifting cultures Infrastructure Family engagement, and Resource acquisition | equity awareness in support of early education centers trying to adopt required curriculum to be part of program. | | Providers develop their own comp. imp. plan that outlines the scope + sequence of the chosen curriculum, meets the current culture in the school + anticipates and adapts to shifting cultures, assesses current infrastructure + identified necessary changes, creates a clear family engagement plan related to the chosen curriculum, and has a clear + timely system for teachers to acquire necessary supplemental materials. | curricula through at process that includes family, admin and teacher input. | |
| Curriculum – Financial Support | The city will provide financial support to allow potential programs to adopt a curriculum (substitutes, training, curric materials, coaching). | <ul style="list-style-type: none"> Create a substitute teacher pool to relieve/support teachers and centers for prof. dev. Develop a substitute workforce to provide program support for implementation of curriculum training. Programs need to provide language interpretation for teachers (during training) about the curriculum elements for better understanding the content. | | | SPP will develop a plan to support teacher participation to train all providers in the adopted curriculum. | Passed |
| Dual Language - Assessment | | <ul style="list-style-type: none"> The assessments used in Pre-K – 3 should reflect the | | | | |

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| | | <p>advantages that children gain by participating in high quality dual language programs.</p> <ul style="list-style-type: none"> Language capacity in assessments <ul style="list-style-type: none"> Pilot WA KIDS Assessment design in top 10 languages King. Train a cohort of teach in top 10 languages to conduct WA KIDS assessments in kindergarten so we can accurately see results of dual language programs. | | | | |
| Dual Language - Participants | <ul style="list-style-type: none"> Enrollment in D.L. prog. should prioritize children from historically marginalized comm. specifically 3rd grad data of students most impacted by academic disparity | <ul style="list-style-type: none"> <i>Provide clarity that dual language is intended to serve the needs of English language learners</i> Programs will provide orientations to families on the value of dual language to gain a better understanding <u>before</u> choosing to enroll in a SPP program. | | <i>Provide clarity that dual language is intended to serve the needs of English language learners</i> | Dual language programs will prioritize ELL children or children from historically marginalized communities. | Passed |
| Dual Language – Language Choices | | <ul style="list-style-type: none"> <i>Explore ways to align the languages offered so that children are provided opportunities when entering school</i> <i>Provide language surveys to incoming families to identify</i> | <ul style="list-style-type: none"> <i>Explore ways to align the languages offered so that children are provided opportunities when entering school</i> <i>Provide language</i> | | Dual language programs will reflect the community they serve. | Passed |

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| | | <i>relevant languages, choose from those and provide rationale for election</i> | <i>surveys to incoming families to identify relevant languages, choose from those and provide rationale for election</i> | | | |
| Dual Language – Certification Support | <ul style="list-style-type: none"> Earmark funds to give certification cost support to native speakers Native speakers will receive support to meet credential requirements SPP will develop will develop an alternative pathway certification to validate higher ed credentials from foreign post-secondary institutions | | | | <ul style="list-style-type: none"> SPP will ensure native speakers receive sufficient financial resources to meet credential/certification requirements. SPP will develop an alternative pathway certification to validate credentials from foreign post-secondary institutions. | <ul style="list-style-type: none"> Passed Passed |
| Dual Language – Alignment | | <ul style="list-style-type: none"> <i>The City should work towards alignment around dual language programs in Seattle Schools</i> Programs need to hire and retain teachers that speak and teach curriculum in two languages. It is up to the provider to pick which language they want to teach, families can decide to enroll if they think it is what they want. | | <i>The City should work towards alignment around dual language programs in Seattle Schools</i> | | |

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| Family Engagement – Governance | <ul style="list-style-type: none"> Develop city wide Family Policy council Develop Parent Governance Board | | | | SPP will establish parent advisory processes to provide feedback on SPP program implementation, e.g. committees, surveys, focus groups, etc. | Passed |
| Family Engagement – Education & Training | <i>Ensure that PD around family engagement is available on a regular basis and in languages appropriate to the providers.</i> | <ul style="list-style-type: none"> Support staff education to (knowledge about) work with families in meaningful way Provide case worker support for families by partnering with other agencies and organizations Family engagement should drive towards individualized care and education <i>Ensure that PD around family engagement is available on a regular basis and in languages appropriate to the providers.</i> | <ul style="list-style-type: none"> Provide case worker support for families by partnering with other agencies and organizations There needs to be some training/education for teachers on effective parent/family engagement, how to gain better understanding of family dynamics, ways to connect w/families. | Provide training and professional development for teachers and staff | Family Engagement professional development will be available on a regular basis and in languages appropriate to the providers. | Passed |
| Family Engagement – Approaches | <ul style="list-style-type: none"> Incorporate comprehensive family support (like Head Start, BECAEP) Implement policies, procedures and practices that address and reflect diversity, language and cultural differences | | | <ul style="list-style-type: none"> Incorporate comprehensive family support (like Head Start, BECAEP) The city and SPP providers will develop a family engagement approach that is: <ul style="list-style-type: none"> Autonomous to the school and its | To be an SPP provider, agencies must execute a culturally relevant plan for partnering with families and communities to improve child outcomes. | Passed |

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| | | | | <ul style="list-style-type: none"> community • Culturally respectful • Builds learning communities • Builds community capital & cultivates families as partners • Is educational | | |
| Family Engagement – Partnering | <ul style="list-style-type: none"> • Providers will define their parent and family engagement strategies annually in partnership with families • The Grant Fund prioritizes providers that create meaningful partnerships w/ families & their community to authentically engage families • Priority will be given to Family Engagement activities carried out by Pre-K educators and taking place in homes or in the community that parents identify. | <ul style="list-style-type: none"> • The community should lead and participate in some engagement opportunities that are offered. • <i>Promote cultural understanding and increase family engagement by soliciting parent involvement in development of cultural learning opportunities.</i> • <i>Create policies and procedures that support and ensure family input</i> | <ul style="list-style-type: none"> • <i>Promote cultural understanding and increase family engagement by soliciting parent involvement in development of cultural learning opportunities.</i> • <i>Create policies and procedures that support and ensure family input</i> | | <ul style="list-style-type: none"> • Providers will define their parent and family engagement strategies annually in partnership with families. • The Grant Fund prioritizes providers that create meaningful partnerships with families and their community to authentically engage families. • SPP will provide resources and support to providers' capacity to engage families through activities that take place in homes or community designated spaces. | <ul style="list-style-type: none"> • Passed • Passed • Passed |
| Family Engagement – Environment | <ul style="list-style-type: none"> • <i>Provide a welcoming and inclusive environment</i> • <i>Implement procedures that allow families to engage with each other and share</i> | <ul style="list-style-type: none"> • <i>Rename Topic: Schools Engaging Families – creating a welcoming environment that encourages...</i> • There needs to be | | <i>Rename Topic: Schools Engaging Families – creating a welcoming environment that encourages...</i> | Environment – SPP contractors will provide a welcoming and inclusive environment by developing a plan and implementing procedures that | Passed |

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| | <i>information</i> | <p>opportunities for social engagement – “Adult Storytime” – time when families can share their own experiences</p> <ul style="list-style-type: none"> • <i>Provide a welcoming and inclusive environment</i> • <i>Implement procedures that allow families to engage with each other and share information</i> | | | allow families to engage with each other and the preschool community. | |
| Family Engagement – Family Education | <p>All SPP programs would participate and provide quarterly community meetings, which will include parent/family education.</p> <ul style="list-style-type: none"> ○ Resources ○ Meetings are strongly encouraged ○ Translators are provided ○ Facilitators represent the community need ○ Trusted advocates | <p>There should be a certain expectation of how many engagement opportunities that families participate in at the program level. They will also include the resources mentioned (see above).</p> | | | In order to foster partnerships and family engagement, the City will work with SPP providers to host quarterly community meetings. | Did not pass |
| Family Engagement – Resources | | <p>Family engagement strategies will have dedicated resources:</p> <ul style="list-style-type: none"> ○ Staff ○ Funding ○ Capacity ○ Support, and ○ Strategies to build on input/guidance/feedback from families | | | | |

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| Family Engagement – Various | | Adopt recommendations from community meeting for family and community engagement for question 2: <ul style="list-style-type: none"> ○ Provide a welcoming and inclusive environment ○ Create and implement policies and practices around flexible engagement ○ Create policies and procedures that support and ensure family input ○ Develop effective and comprehensive communication policies ○ Provide training and professional development for teachers and staff ○ Implement policies, procedures and practices that address and reflect diversity, language and cultural differences ○ Implement procedures that allow families to engage with each other and share information | | | | |
| Teacher Training & | <ul style="list-style-type: none"> • SPP established a firewall between SPP coaches and | <ul style="list-style-type: none"> • Coach will be assigned to help guide teachers through | <i>Create a mentoring program “Master</i> | Lead their own PD | <ul style="list-style-type: none"> • Coaches will focus on teacher professional growth | <ul style="list-style-type: none"> • Passed • Passed |

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| Coaching - Plan Development & Management | teacher evaluation. Coaches should focus on teacher professional growth and not compliance. <ul style="list-style-type: none"> Teachers are given the opportunity to create PD plans to design what training they want to attend. | their professional career. <ul style="list-style-type: none"> Rookie teachers – new to the field Veteran teacher needing refreshers Foreign education teachers <ul style="list-style-type: none"> Create a mentoring program “Master Teacher” for veteran teachers to conned w/rookie teachers. | <i>Teacher” for veteran teachers to conned w/rookie teachers.</i> | | and not compliance. <ul style="list-style-type: none"> Coaches and teachers are given the opportunity to create PD plans. | |
| Teacher Training & Coaching – Special Needs | <ul style="list-style-type: none"> Training and coaching for teachers and center directors on how to meet children’s social-emotional needs, differentiate between disabilities, cultural differences and behavioral challenges. Coaches and teachers will be trained on roles and responsibilities of providers to identify make reasonable accommodations for the least restrictive environment for students with disabilities. | | | | SPP will provide training and coaching for center directors, teachers and coaches on children’s social-emotional development, including cultural differences, behavioral challenges, and special education needs | Passed |
| Teacher Training & Coaching – Creating | Over the 4-year timeline of implementation, DEEL coaches create peer-to-peer and program-to-program | <ul style="list-style-type: none"> Create a professional learning community for coaches Community gatherings to | | | Over the 4 year timeline of implementation, DEEL coaches will create a peer sharing network for sharing best | Passed |

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| Community | frameworks for sharing best practices. | review assessment data to evaluate what PD needs to be offered. <ul style="list-style-type: none"> Peer network group for reflective practice within their cohorts or training to have discussions. | | | practices. | |
| Teacher Training & Coaching – Cultural Competency | <ul style="list-style-type: none"> <i>Provide targeted trainings for teachers in their home languages</i> <i>Prioritize coaches/trainers who have bilingual/dual language expertise</i> Create a coaching “pathway” to certification, just like teachers, to ensure a pool of qualified AND diverse/bilingual/bicultural coaches so there is fit w/agencies | Teachers will have culturally relevant, community focused reflective practice groups | <ul style="list-style-type: none"> <i>Provide targeted trainings for teachers in their home languages</i> <i>Prioritize coaches/trainers who have bilingual/dual language expertise</i> | | <ul style="list-style-type: none"> SPP will ensure a pool of qualified and diverse/bilingual/bicultural coaches by creating a coaching “pathway” to certification. Teacher training and coaching will be culturally relevant and provided in dual language settings in language reflected in the community. | <ul style="list-style-type: none"> Passed Passed |
| Teacher Training & Coaching – Other | | <ul style="list-style-type: none"> Create an incentive or recognition system to acknowledge completion and retention in the program. Develop a system to align SPP pd w/K-3 system Teacher training & coaching bear college credits. Require “Ages & Stages” training for all providers and on process for applying | | | | |

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| | | for additional funds | | | | |
| Teacher Pathways to Certification – Waiver Process | <ul style="list-style-type: none"> Create a waiver task force to define waiver process/requirements: Timelines, who can have a waiver, etc... Assistant teachers seeking a waiver will participate in a comprehensive assessment and will have one year to demonstrate high quality practice. Credits that allow for teaching experience as a practicum <i>Waiver process to allow current staff more time to reach requirements as long as they are working full time and actively matriculating</i> <i>Teachers who are ELL will have six years to complete certificate</i> <i>Waiver process – teachers who do not have an ECE degree can waive in if they have 3-5 years of experience & score at least a 3 in CLASS observ.</i> | <ul style="list-style-type: none"> <i>Waiver process to allow current staff more time to reach requirements as long as they are working full time and actively matriculating</i> <i>Teachers who are ELL will have six years to complete certificate</i> Stackable certificates towards degree There needs to be pathways to careers, (such as the office of Economic development) that uses stackable certificate. | | <i>Waiver process – teachers who do not have an ECE degree can waive in if they have 3-5 years of experience & score at least a 3 in CLASS observ.</i> | A process will be created to preserve the cultural diversity of the current workforce, and create an alternate pathway to teacher certification that recognizes relevant training, demonstrated quality practice, and years in the field. | Passed |
| Teacher Pathways to Certification – | Incentivize early childhood programs to provide employees the supports they | The SPP will provide support services for teachers going through certification or | | City of Seattle will work with WA DEL & community to support level 2 providers | SPP will incentivize early childhood programs to provide employees the support they | Passed |

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| Providing Support | need to complete ECE BA or BA plus P-3 teaching endorsement | receiving their degree by building an understanding of: <ul style="list-style-type: none"> Organizational dev. Time management Financial management Student learning/needs Translation services | | to reach level 3 | need to complete ECE BA or BA plus P-3 teaching endorsement. | |
| Teacher Pathways to Certification – Alignment | <ul style="list-style-type: none"> Programs for alternative certification of early childhood teachers should align with federal Head Start standards for ECE coursework requirements. <i>City works w/ colleges to develop prior learning options as part of the ECE degree programs</i> For teachers that have a BA in an unrelated field, or non-US degrees, w/ experiences could teach while going through a certification program in ECE. | <i>City works w/ colleges to develop prior learning options as part of the ECE degree programs</i> | | | <ul style="list-style-type: none"> Alternate certification will align with Headstart standards for coursework requirements. Teachers with BA in unrelated field and with prior learning experience will be allowed to continue teaching while going through certification process. | <ul style="list-style-type: none"> Did not pass Passed |
| Teacher Pathways to Certification – Cultural Competency | <ul style="list-style-type: none"> Integrate cultural competency in coursework that will support dual languages and diversity. Include multi-language/culture resources in coursework. <i>Require certification for teachers to be proficient in</i> | <ul style="list-style-type: none"> Utilize cohort model such as bilingual cohorts or community based cohorts <i>Require certification for teachers to be proficient in another language if they are working with diverse populations</i> | | | <ul style="list-style-type: none"> SPP will integrate cultural competencies, including multi-language/cultural resources, in coursework that will support dual languages and diversity. SPP will work together with higher ed. Institutions to ensure that teachers receive | <ul style="list-style-type: none"> Passed Passed |

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| | <i>another language if they are working with diverse populations</i> | | | | cultural competency training in their teacher preparation programs. | |
| Provider Contracting & Enrollment – Selection Committee | <ul style="list-style-type: none"> The selection committee should include members of the community representation of target areas – but not members of applicant orgs. Panel that selects providers should be diverse, representative of community, including teachers, parents & geographic diversity | | | | Selection Committee – The SPP will develop the selection criteria and process. The selection process will include a committee made up of a diverse representation of community members and context experts. | Passed |
| Provider Contracting & Enrollment – Application Support | The application should not be a barrier, it needs to be accessible and simplified. | <ul style="list-style-type: none"> If no applications are forthcoming from identified geographic areas of need, the city will develop application support and program quality support for programs. SPP will provide hands-on assistance to providers in writing their application. | | | The application should not be a barrier; it needs to be accessible and simplified. | Passed |
| Provider Contracting & Enrollment – Weighted | Use a weighted lottery prioritizing <ul style="list-style-type: none"> Mixed income Match neighborhood demographic Weighted enrollment | | Points will be assigned to criteria to determine eligibility: Location = 5 pts; extended day = 4 pts; dual language = 3 pts; Quality is a tie breaker | Use a weighted lottery prioritizing location, demographic predictors of achievement gap by 3 rd grade and SES. | Use a weighted lottery prioritizing <ul style="list-style-type: none"> Mixed income Match neighborhood demographic Weighted enrollment | Did not pass |

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| | (siblings, FRL, Low achievement, no care) <ul style="list-style-type: none"> • % age of special populations (ELL, SPED, etc.) <ul style="list-style-type: none"> ○ Limit children already served by other programs | | | | (siblings, FRL, Low achievement, no care) <ul style="list-style-type: none"> ○ % age of special populations (ELL, SPED, etc.) ○ Limit children already served by other programs | |
| Provider Contracting & Enrollment – Technical Assistance | | <ul style="list-style-type: none"> • SPP will provide technical assistance related to performance contract, data assessment, budget so that there is a clear understanding of what expectations are early on or before the contract begins. (Use lessons learned from FEL Levy) • Contracts available in other languages and cultural navigators provided (you can figure out how many lang) | | | | |
| Provider Contracting & Enrollment – Physical Boundaries | | | | <ul style="list-style-type: none"> • Rewrite #8 to “limit enrollment to boundary around school for SPS programs.” • Define neighborhood zones that are accessible for families for families to help address transportation problems. | | |

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| Provider Contracting & Enrollment – Connection to Pre-K & Kindergarten | | | | <ul style="list-style-type: none"> The city should, in yr 2, recruit & work together with SPP potential applicants in “PreK deserts” to ensure that <u>ALL</u> areas of need are served in the 4 years. SPP classrooms will not displace existing K-12 before/after school care. | | |
| Provider Contracting & Enrollment – Logistics | | | | <ul style="list-style-type: none"> SPP will provide a centralized system for enrollment to promoted equity of access with clearly defined indicators for the breakers that promote the values that where indicating in the community feedback and legislative guidelines. Enrollment eligibility done @ time of enrollment. | | |
| Provider Contracting & Enrollment – Provider Priorities | | | | <ul style="list-style-type: none"> Priority given to providers with highest <u>CLASS</u> scores above any other assessment Priority should be given to providers who provide AM & PM core that has dedicated staff separate from SPP full | | |

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| | | | | <div>day.</div> <ul style="list-style-type: none">SPP will design a framework for incentives that providers will receive for meeting performance commitments. | | |
| Provider Contracting & Enrollment – Other | | | | <ul style="list-style-type: none">Provide equity of access to SPP for community providers & SPSAdd “Children in Child Welfare system” to list of underserved populations.The SPP and contractors will do targeted outreach to enroll children from hard to reach comm. | | |